

NEW YORK SCHOOL JOURNAL

AND

EDUCATIONAL NEWS.

Vol. VIII. No. 242:

NEW YORK, FEBRUARY 5, 1876.

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FOR THE YEAR ENDING DECEMBER 31, 1875.

ANNUITY ACCOUNT.

No.	AMT. PAY'G.	No.	AMT. PAY'G.
In force, Jan. 1st, 1875,.....	\$36,653 00	In force, Jan. 1st, 1876,.....	\$37,965 73
Issued,.....	4,394 30	Terminated,.....	2,911 00
56	\$30,877 30	55	\$30,877 30

INSURANCE ACCOUNT.

No.	AMOUNT.	No.	AMOUNT.
In force, Jan. 1st, 1875,.....	\$301,926,736	In force, Jan. 1st, 1876,.....	\$300,057,331
New Risks,.....	24,905,100	Terminated,.....	81,776,006
100,736	\$326,831,836	100,736	\$218,255,325

Dr. REVENUE ACCOUNT. Cr.

To Balance from last account.....	\$80,127,411 31	By paid Death and Endowment Claims, \$1,865,000 00	
" Premiums received.....	15,731,970 49	" " Annuities.....	25,358 60
" Interest and Rents.....	4,668,908 16	" " Dividends.....	8,539,063 67
		" " Surrendered Policies and Additions.....	4,794,895 73
		" " Commissions (payment of current and extinguishment of future).....	700,965 00
		" " Expenses and Taxes.....	700,106 11
		Balance to New Account.....	75,414,930 43
	\$89,526,379 96		\$89,526,379 96

Dr. BALANCE SHEET. Cr.

To Reserve at four per cent.....	\$74,167,374 57	By Bonds and Mortgages.....	\$60,071,189 91
" Claims by Death, not yet due.....	638,345 85	United States and New-York State Stocks.....	9,004,971 13
" Premiums paid in advance.....	35,179 78	" Real Estate.....	2,973,653 41
" Contingent Guarantee Fund.....	\$60,000 00	" Cash in Banks and Trust Compe- nies at Interest.....	3,800,250 76
" Undivided Surplus.....	3,730,494 51	" Interest accrued.....	1,177,105 25
		" Premiums deferred, quarterly and semi-annual.....	1,003,405 41
		" Premiums in transit, principally for December.....	111,969 50
		" Balances due by Agents.....	10,153 34
	\$78,880,194 71		\$78,880,194 71

From the Undivided Surplus a Dividend will be apportioned to each Policy which shall be in force at its anniversary in 1876.

I have carefully examined the foregoing Statement, and find the same correct.
January 18th, 1876. ISAAC F. FLOYD, Auditor.

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NEW YORK SCHOOL JOURNAL

AND

EDUCATIONAL NEWS.

VOL. YIII, No. 242.

NEW YORK, FEBRUARY 5, 1876.

PRICE FIVE CENTS

Personal Reminiscences, of Distinguished Educators.

By S. S. RANDALL, LATE SUPT. NEW YORK CITY SCHOOLS.
No. 2

PROFESSORS AND TEACHERS OF THE FIRST STATE NORMAL SCHOOL.

Of Professor GEORGE F. PERKINS, the first mathematical instructor in the State Normal School at Albany, it is quite unnecessary to speak. His high reputation is co-extensive with the State of which he was a native, and the vast territory throughout which his works have been so widely diffused. In many essential respects his influence over the classes committed to his charge, and even the Institution generally, of which he was an officer, differed from that of Mr. PAGE. He was neither so simple and eminently practical and comprehensive in his methods of teaching; nor did he possess to an equal extent that personal dignity combined with personal affection and regard, which formed so leading a feature in the character and daily intercourse of his Principal. Still, from his unaffected manner, and easy familiarity with his pupils, and his well-known acquaintance with all the brights and depths of the science which he taught, he was a general favorite with his pupils. He succeeded Mr. PAGE as Principal, by the unanimous vote of the Executive Committee; and for many years successfully fulfilled the duties of his new station.

Miss ELIZABETH HANCE, was one of the first graduates of the school, who was promoted to the position of Teacher of Elocution. During her pupilage, she was a very great favorite of her Principal, Mr. PAGE. With the exception of her classmate and friend CAROLINE SMITH, I do not recall any female member of the Institution, who to an equal extent, realized the beau-ideal of his conceptions of perfect scholarship. Miss HANCE was, in all respects, an accomplished pure-minded and amiable young lady, earnestly devoted to her future profession, and a model of every womanly grace and excellence. She early distinguished herself above all her fellow pupils as an intelligent, appreciative, and musical reader; and on this special ground received her appointment immediately on her graduation as the worthiest representative of that important position of instruction. Her superiority in this respect was universally conceded; and no greater luxury could be conceived than to listen to her eloquent and melodious renderings of the finest specimens of elocution which the English language afforded. I can only say for myself, that in all my subsequent experience of our public schools, I have never heard her equal in this respect. This superiority she retained and uniformly manifested until, in an evil hour, she consented to take lessons in elocution of Professor MANDEVILLE, then in the zenith of his celebrity in this special field of labor. Whatever, or however great may have been the excellen-

cies and practical advantages of this well-known system certain it is that Miss HANCE never survived its acquisition. Her natural, easy and graceful cadences, fresh and musical from the intuitive conceptions of the intellect and the heart, were from thenceforth, exchanged for an artificially balanced, antithetical and arbitrary rendering; and their attractive sweetness and beauty were forever gone! Nothing could supply the "aching void" which was so conspicuous in her subsequent efforts, or charm back again into melodious life those expressive inflections and characteristic harmonies, which so entranced her auditors, in the early portions of her career.

But the influence of Miss HANCE, as a member of the Board of Instruction, was most especially manifested and appreciated, in her intercourse with the female pupils of the school—most of them young ladies like herself. Dignified and eminently lady-like in her deportment, engaging in her manners, and fully comprehending the essential importance of similar accomplishments in those who were to go forth from those walls as instructors of the young, she daily presented before them in her own person, a perfect model of female excellence. To the young ladies who thronged around her in her class-rooms, and in the spacious halls during the customary recesses, she was what her revered and almost worshipped Principal was to the young gentlemen under his special supervision.

Her graceful form and gentle heart, have long since mouldered into dust. The angelic sweetness of her musical lips has forever vanished from among us, and gone to swell the anthems of that better world whither her beloved preceptor had preceded her. A purer, lovelier incarnation of earthly excellence, never had its abode in these "low grounds" of flesh and sense! "May her memory ever be green" in those hearts and minds, whom during her brief career, she so assiduously trained to every excellence and beauty of character and of life!

WILLIAM F. PHELPS, also one of the earliest graduates of this school, is well and widely known to all our readers, not only as the first Principal and earliest representative of the "Experimental" Model or Training Department of the Normal School, at Albany, but as the first Principal of the State Normal School of New Jersey, and subsequently in the same capacity at Winona, Minn., where he has built up a school so excellent that its fame has reached to every State. Of his early promise, I cannot refrain from giving an emphatic illustration, even at the possible expense of giving a momentary pain to one of my earliest and most cherished friends. On visiting the rooms of the Normal School, at Albany, during the early days of its first terms, in company with the Principal, my eye was caught by what to me—in ignorance of all his antecedents, appeared the most rough, uncouth, ungraceful, unpolished, and unprepossessing specimens of scholarlike ambition I had

ever chanced to meet. Turning to Mr. PAGE, as we passed on I said: "How is it possible, my dear sir, to make a teacher out of such unpromising materials as those?" In his usual grave and sedate manner he promptly to my astonishment replied: "That uncouth young man, Mr. Randall, is one of my best and most advanced pupils. He is of genuine ore, though at present somewhat encrusted; rely upon it, sir, he will yet make his mark!" And nobly has he vindicated, in his subsequent brilliant and successful career, the prediction of his great Principal and prototype! The "Experimental School" under his skillful and wise guidance became the pattern of what every common school in the land might and should be; and upon its model have been organized the numerous, similar schools throughout the Union. The State Normal School at Trenton, under his supervision, was the worthy successor of the present Institution at Albany, and so too the Winona School.

Of Professors CLARK and BOWEN, it is only necessary to say that in their respective departments, they have both distinguished themselves as Professors and educators whether at Albany, or in the missionary establishments of the Far West; whether in a subordinate, or in the highest capacity.

Prof. SUMNER C. WEBB, thoroughly and effectively carried out in the Experimental Department at Trenton the enlightened spirit of the chief. His methods of instruction were admirable, as from my own personal observation, I can cheerfully testify.

Prof. DARWIN G. EATON while yet a pupil of Mr. PAGE's in the State Normal School at Albany, attracted the marked attentions of Gov. SILAS WRIGHT, who in one of his frequent visits to the Institution while occupying the Executive Chair after listening to one of his recitations pointed him out as a "highly promising young man." This honorable prediction of the illustrious statesman, has been amply fulfilled and his keen precision realized, by Prof. EATON both in his brief connection with the State Normal School at Albany, and by his signal services, in conjunction with his lady, also a graduate of that Institution—in the Packer Institute at Brooklyn.

Two Teachers,

The writer remembers two teachers of his boyhood—one young, fresh, free, and spontaneous, of fine scholarly tastes, but without systematic methods; the other a teacher of large experience, and of entire devotion to external rules. He was a famous disciplinarian. The first mentioned teacher was a quiet, modest young man, teaching a village school in New England the first winter after his graduating from college. He spent very little time in administrative work, in carrying out the details of a system of external rules and methods. There was a little old-fashioned discipline and some corporal punishment as the writer personally remembers,

but the chief value of the school lay in the teacher,—in his power of imparting his own interest and zeal to the minds and hearts of his pupils. Lads were lifted up from the low plane of school drudgery into a love of study and of all forms of quickening thought, and many subsequently became men of thorough culture and of notable influence. The girls caught the influence of the school as well, and many of them became persons of generous and tasteful cultivation. It was withal a happy school, for the teacher was thoroughly esteemed and loved.

The other teacher was a man of large experience in public schools, and a strong believer in systems and rules. He was inexorably exact and exacting. He had neither flexibility of spirit nor of spine. The five minutes allotted to the boys and girls in which to thaw their frozen toes or dry their wet ones must in all cases suffice. The letter of the rule must always be maintained. It was before printed copy books had been introduced into country schools, and our teacher wrote in a slow, stiff, laborious style, as stubbornly rigid as himself, and woe to the pupil who did not imitate every detail of ugliness. We used for a text-book in arithmetic, Daboll's School master's Assistant, a dull and fearful affair. Our teacher neither explained a rule nor aided to solve a problem. He prided himself upon his mathematical ability, but his system of instruction contemplated no such personal and flexible aid as all pupils need. When all our resources were exhausted, he was prepared to assert his mastery of the situation, and he took from the sacred recesses of his desk a precious manuscript book in which all the profound mysteries of Daboll were unfolded, and each problem wrought out. Only for a few minutes could we enjoy the blessed vision, and the manuscript book, the achievement and glory of his life, was returned to its place of safety. The whole proceeding was as methodical as it was absurd.

The Oldest Bible Manuscripts.

The two most ancient manuscripts of the Bible known are the Codex Sinaiticus of the Imperial Library of St. Petersburg, and the Codex Vaticanus of the Vatican Library at Rome, both of which are believed to have been written about the middle of the fourth century A. D. The Sinaiticus, so called because it was obtained (in 1859) from the convent of St. Catharine on Mount Sinai, is supposed by Tischendorf, its discoverer, to be one of the fifty copies of the Scriptures which the Emperor Constantine directed to be made for Byzantium, in the year 331, under the care of Eusebius of Caesarea. It consists of 345½ leaves of very fine vellum made either from the skins of antelopes or of asses, each leaf being 14½ inches high by 13½ inches wide. The early history of the Vatican manuscript is not known, but it appears in the first catalogue of the Vatican Library in 1475. It is a quarto volume, contains 146 leaves of fine thin vellum, each 10½ inches high and 10 broad. Both manuscripts are written in Greek uncials, or capital letters, are without spaces between the words, and have no marks of punctuation.

The Schoolroom.

This department will be conducted with reference to the practical work and wants of the teacher. Suggestions will be found pertaining to management, studies, government, methods of teaching, waking up mind, general culture and examinations. We invite every practical teacher to contribute to render this department of the JOURNAL useful in the highest degree to the teachers in the schoolroom.

How we teach Morals.

We have in common use four methods of moral instruction: 1. Homilies by text-book and lecture; 2. Good advice; 3. Scolding; 4. Punishment. These methods are in use everywhere, and everywhere failures. The bad boy hears the virtues talked about in homilies until he is tired of it; He gets good advice when he is doing right, and a double dose of good advice, when he is doing wrong. But it is very rare to find anybody who would thank you for good advice, or is willing to act upon it. The man who really knows how to appreciate good advice and act on it is already so good that he does not need it; if he desires it, he does not need it; and if he needs it very badly, he does not desire it, but heartily resents it. The bad boy rejects advice with contempt, and receives a liberal supply of scolding, which makes him sullen and so wicked that for his next offence he is whipped and left under the debasing influence of hatred and fear. This is what may be called *immoral education*; and the best example of this repressive system is in our penitentiaries, when men are taken in knaves, punished, flogged, and turned out malignant villains to prey on society.

Schools need not be irreligious because they do not set tasks in the Bible or catechism. Religion should pervade them as it should pervade business and government, in the spirit, and not the form. And to this end our wishes and our best labor shall be given that the whole community be so pervaded with Christian truth and feeling, that here shall be raised up for our children teachers who are earnest, devout, self-sacrificing men and women, who shall teach practical Christianity in every tone and look. This is the only way of introducing religion into the common schools, in which we have any confidence. To introduce it in doctrinal teaching, under denominational control would be small gain in itself, and fraught with dangers to Christianity, to truth, to republican government.

Hints.

To give information is well; to teach how to get it is better.

Estimate your teaching not by what you tell your pupils, but what they tell back to you.

Examinations should be made a test of the pupil's proficiency, not of the teacher's.

Where every answer from every pupil in every class is a complete sentence, distinctly enunciated, there you will find good readers.

The condition of grounds, out-buildings and entries indicates the discipline of the school before one enters the room.

Those two or three "big bad boys," if airily won over to your side, will ensure the success of your school. If you want to fail recognize in them a permanent opposition.

Never show your class a second time ignorance or uncertainty upon a point which you could have informed yourself.

Many persons object to physical punishment for children; but they might as well revile God for making a child suffer when it stumbles on a stone.—*Exchange*.

Method of Giving a Botany Lesson to Children.

Teacher. I have before me Jamestown-weed, Horse-Nettle, Tomato blossoms and Petunias; which would you like for a lesson?

Pupils. O, we would rather have flowers of course.

T. But they all have flowers, and if you examine them you will see a remarkable resemblance between the Petunia blossoms and those you call weeds. Suppose you take a Petunia and I will take the "Jamestown-weed," which we will hereafter call by its proper name, *Datura*. Let us compare the two plants, commencing with the stem. Is yours herbaceous or woody?

P. It is herbaceous.

T. So is the *Datura*. Bruise it, and tell me what you see.

P. It is juicy.

T. The juices of plants are of different kinds. What color is yours?

P. It has no color; it is like water.

T. My stems also contain a colorless juice. Observe how the leaves are placed on the stem.

P. Sometimes there is only one at a point, and sometimes two.

T. That is exactly the way the *Datura* leaves grow! Now look at the flowers.

P. They are monopetalous, with a long tube and five divisions in the border.

T. Just like mine! I think our flowers will prove to be near relations, though you seem to think yours vastly superior; and mine is slighted, as poor relations often are when in company with their more fashionable neighbors. But we have not finished tracing out the resemblances. Count the stamens; notice their length and how they are inserted.

P. There are five stamens, about as long as the tubular part of the corolla, and joined to it by nearly half their length.

T. All this is exactly like the stamens of the *Datura*, and everything you have noticed in the Petunia is found in every member of the family of plants to which it belongs. The name of this family is Solanaceae. I will tell you some of its members, and I wish you to examine them for yourselves and see if they do not all have these characteristics, which I wrote on the board as you discovered them.

The stems are herbaceous.

The juice is colorless.

The leaves are alternate, but sometimes in unequal pairs.

The calyx is persistent (remaining after the corolla withers).

The corolla is monopetalous and five-lobed.

The flower-buds are plicate; the corolla being folded lengthwise, like a fan.

There are five stamens, alternating with the lobes of the corolla.

The anthers are two-celled.

The fruit is a two-celled capsule or berry.

These are the points of resemblance. But every family contains a great many members—hundreds, and some even thousands of distinct kinds or species, and each species has some distinguishing marks of its own, by which it is known from all others; and yet they have all the family likeness which you have seen in the Petunia and *Datura*. If you examine the blossoms of the Horse-Nettle, Tobacco, Potato, Tomato, and Egg-plant, we will see that they are all members of the same family.

But you will also see that there are a great many points of difference. The leaves differ in shape, texture, color and arrangement. The flowers, though all monopetalous, are not funnel-form, as in the *Datura* and Petunia. The stems are very different in the different species. It will be interesting to you, now that you have traced out the resemblances between these two, to notice the differences, taking up each part of the plant in the same order as in the beginning of the lesson.

Chief among the defects that have attended the modern experience of Object-Teaching, which we shall simply refer to, without enlarging upon them, may be mentioned:

1. That too frequently it has been put forward pretentiously by those who, either

from want of skill, or with too narrow an apprehension of its true significance, have caught the form and missed the spirit—so that the dry bones of a dead formalism have taken the place of that living inspiration that should meet response in the active, aggressive, inquiring mind of childhood.

2. Many, also, it is to be feared, who have little genius for the work of instruction never translate into their own experience and vitalize the ideas—elementary and suggestive at the best—which they have received from the manuals or the training schools.

3. The average American child, by methods of his own, in the daily experience of the home and the street, gains a knowledge of things that, in most respects, put him in advance of the school lessons, often manufactured, as if the teacher or the book-maker supposed his mind to be still a blank; and so in this and other respects, "Pestalozzian methods" have violated Pestalozzian principles.

4. Particularly, whilst it is accepted that "observation is the absolute basis of all knowledge; that the first object in education must be to lead the child to observe with accuracy; the second, to express with correctness the result of his observations"—yet too frequently (and the manuals encourage this) what he is to observe is pre-determined by the teacher from her own consciousness, and not from the child's standpoint; and in order that he may express with accuracy, he is entrapped into the repetition of scientific or difficult terms, and reduced into the giving of a definition that, for any vital relation to the time it stands for, might as well have been memorized at the first. We do not say that any intelligent teacher, who knows anything of the ways of children, or has any sympathy with them; will long continue this; but this is the tendency, and a word of caution is needed.—*Brooklyn Journal of Education*.

Qualifications of Teachers.

Experience often fails to make a good teacher, even when extended and varied; sound scholarship, desirable as it is, will not do it alone; moral culture will not do it; money and position will not do it. A person so fortunate as to possess all these may fail to teach and govern well a school of fifty children. There is something beyond all these, more difficult of attainment, and broader and deeper, because it is co-extensive with the life and the end of the human being. The teacher must be able to see in the ragged, ill-bred and ignorant lad the latent powers of mind and moral forces within him. Has he the elements of a noble man and a useful citizen? But this is not all. At a glance, the teacher must be able to comprehend the circumstances and associations which surround the pupil, the influences which control him, the natural intellectual powers he possesses, and the moral strength there is in him; nay, more, the teacher must discover his habits, his previous acquisitions, in order to know how and where to begin the long and patient work of training, which, in spite of the most adverse circumstances, is to be carried on until he has formed industrious habits, and has gained sufficient knowledge to prepare him for usefulness and citizenship. Then the first prerequisite of the teacher is quick perception, an insight into human character, and a penetration which can reach the primary causes of the condition of the child, when first presented for education.—*STEVENSON*.

Go into a grand graded school—one of those where brains and individuality are weighed in an infallible balance with three weights labelled over and evermore, "arithmetic," "grammar," "geography"—and you will find in the primary classes nineteen in twenty of the scholars, as nature

made them, bright, apt, and eager to learn. It takes a smart man to answer questions of even dull children in the primaries. Follow these children up through all these departments, and with succeeding school terms you will see perceptions grow duller, originality fade and inquiry languish. Progress in thought will be in inverse ratio to routine study. The test of proficiency being only recitations, this effect is natural. When you see the bright coin from nature's mint as it goes into this course of pitch and toss, and then see it come out all dulled—its sharp, clear-cut outlines blunted, the bold relief that marked its individuality and fixed its value worn to an undistinguishable smoothness, you must be constrained to look in that process for the cause of the dead uniformity of results. I say to you that the tendency of our too-well systematized schools is to reduce minds to one senseless form. "Old Gradgrind" still lives. The intellectual countenances thus turned out are like those walnut medallions we see in cars and on furniture. They are made all alike by crowding blocks of wood into iron molds by hydraulic pressure. That is *systems*, ladies and gentlemen—*system* without brains.—*C. E. BISHOP*.

But the fact is that the main business of a recitation to the educator is not to find out whether the pupil has committed to memory what is in the book from which the lesson has been assigned. It is to ascertain how far he has grasped the thoughts and ideas, and to what advantages he has used his mind as he read it over. Any pupil who is not an idiot can commit a lesson to memory. The feat requires only a certain number of repetitions by the lips even,—for some children more, for others fewer; and the pupils from whom such recitations are expected prepare for them accordingly, and do not become "discouraged and demoralized by being asked questions which they cannot answer."

But the teacher's business is not thus mechanical. She may not, in the course of a long recitation, ask for a single fact found on the page which her pupils have had to consider. But when the recitation is over, she will have probed their understanding and grasp of it to the bottom. She will have suggested relations, and pointed out resemblances or differences which the children had never thought of. She will have shown connections with this and all their other lessons. She will have set them thinking in a just and logical way and the class will go back to their seats not "demoralized or discouraged," but as if they had drunk the wine of a new life. At recess we may hear them discussing in their childish way some of the issues brought up and their parents at dinner will probably be entertained with vigorous conversation.—*ANNA C. BRACKETT, in N. E. Journal of Education*.

Those teachers who take a hearty interest in their work, and properly improve their opportunities to acquire professional knowledge and skill, almost universally have cheerful, orderly, industrious and successful schools. The right spirit in the teacher is the one essential thing. Want of soul is want of everything in the teacher of children. No teacher can succeed well in the class-room who is not actuated by a strong desire to benefit, as far as possible, each individual pupil. If the world suffers especially from any great want, it is for men and women of convictions, or men and women who do their own thinking, and so add to the accumulating force of society. The process is begun in school, if children are properly instructed.

MANIFOLD MEN.—The meaning of an extraordinary man is, that he is eight men, not one man; that he has as much wit as if he had no sense, and as much sense as if he had no wit; that his conduct is as judicious as if he were the dullest of human beings, and his imagination as brilliant as if he were irretrievably ruined.

Teacher's Friday Evening Prayer.

To Thee I give
Five furrows more sown o'er with seed;
O Father let them live,
Give them, the sun and dew they need.

Soon may they lift
Through soil, bright buds of emerald hue,
Promise of nobler gift
Of fruit and foliage fair to view.

Not only fair—
Imparting precious strength and shade
To hearts sore pressed with care;
Such gifts be on Thy altar laid.

Pass o'er above,
Thou glorify in heavenly land,
Show there the gracious love
Thou showest with no sparing hand.

Joyful, but meek,
Clad in white robe by Jesus' love,
O may the sower weak
Taste the ripe fruit in home above.

ETHER.

San Francisco Schools.

The "Lincoln School," the largest, finest "Boy's Grammar School," in addition to the fine trees and beautiful flowers, has a life size statue of Lincoln in the front yard, with dates and inscriptions. The boys and girls are taught separately, in separate schools, as far as "High School" and grammar are concerned; in separate rooms, in primary, except in a few cases where the accommodation would not allow it.

The rod is used in the boys' school and in the primaries, and where it was used I could not but notice how few teachers were to be trusted with it. The majority of the teachers held it in their hands, fingered it, turned it over, mentioned it. The children watched it, and it was more prominent in their mind than teachers or lessons. In all such cases the teachers voice was sharp, and the air of the school room unpleasant to me, even where I heard some good teaching.

The mild, kind, firm discipline exercised in the "Girls' Grammar Schools," reminded me forcibly of the same power I have seen almost universally in our own schools.

The teachers of the upper grades are as fine instructors as I ever saw; owing to two causes. None but those by examination obtaining first grade certificates can teach in the grammar schools. There is \$5 difference I think, in salary from one grade to another, except between two grades. So the poorer teachers remain in the Primary Department, and I saw there very poor teaching as a rule. The old style of teaching, reading by spelling the words first, is universally used. When I spoke of the word method, some teachers seemed ignorant of it, and others thought it impracticable. Then I noticed that the reading throughout the Primary Department is mechanical, dead, expressionless. They use "McGuffey's Readers," much to the teachers disgust. They will not allow the Bible read in their schools, yet these readers are half filled with religious pieces, and the remainder constructed on the "go-up" principle; "I go up; you go up. Do you go up? Up we go," etc.

In arithmetic and in moral instruction, they are at least two grades lower than the Chicago schools. I heard a third grade class of girls, in the Denman Grammar, in a room with a fine teacher, singing indifferently well an exercise our seventh grades would easily master. In the same school, I heard a remarkably fine drawing lesson, given according to the "Walter Smith System," by a teacher who instructs in that branch only.

I was most cordially received and kindly greeted by all the teachers with whom I became acquainted, I universally found them ladies, in every sense of the word.

I was exceedingly amused by one teacher I saw in the lowest room of a school, where she had taught twenty years. It is to be hoped that she was more adapted to little children when she began, than she is now. She arranged the whole room full, of some

sixty, around the sides of the room, for a spelling lesson. The first ten or twelve, older ones, having been in school longer, could spell rather well the words she gave, but those next guessed at them, and the little new-comers could do nothing. But she kept them all standing three-fourths of an hour. Finally, she left the bright ones and began on the middle class, appointing a monitor to watch the first set, who began to grow restless. "Mary," said she, "you must tell me every one that wiggles." This, in her measured, tragical tone, emphasized with a wave of thin hands, was ludicrous. But when proceeding around to the little ones, waiting all this time, who were to stand yet longer, she turned with another wave, "Mary, you may observe these," pointing to those under her own eye, "occasionally." I could scarcely, notwithstanding my pity for the children, keep from laughing. And when Mary wanted to report, she was not allowed to say a word.

The San Francisco schools are, I should judge, the hardest schools to teach in the country.

The list of applications waiting for positions generally numbers over one hundred. The influence necessary to secure one, the examinations, the examinations, which for first grade occur every four years, second grade every three years, and third grade every two years, are the causes. The greatest objection I have to the schools is the coldness of the school-rooms. I asked in one school, where they seemed to feel it very much, why they did not have a fire? The teacher replied: "Oh they would not allow it only in winter." All the rooms cannot be sunny, and a sunny room in San Francisco is one of the necessities of comfort.

The examination for State, county and city certificates are the same; occurs quarterly, on the same day over all the State. The printed questions are sent from the State Department of Instruction. The examination begins to-morrow. I was invited yesterday by the principal of the High School here to be present. It takes three days. Sometimes they work evenings also in order to finish. There are so many applicants that they can afford to make the examination rigid. Many fail and good teachers are needed.

WES. J. OF ED.

The Art of Drawing.

In Switzerland the education of children in Elementary Art, is universal; in France and Germany almost every child that can write can also draw. While in England during the last three years Art Education has come to occupy almost the first place in public regard, and we think that we can see premonitions of a desire to follow in their footsteps in all parts of our own land. When we consider what value art education gives to the manufactures of Europe we are prepared to estimate in money the value of a knowledge of art to a people. But it is not in this sordid manner that the benefits of art are to be looked at. The greatest good that follows a knowledge of the principles and practice of art cannot be estimated in this way at all—the benefits are more mental than material, and the ripening and spiritualizing tendencies of Art are too generally acknowledged to be disputed.

The first thing to learn in technical art is drawing. That is, the foundation of all the pictorial arts—without a knowledge of this the painter is lost in his colors—the sculptor in his clay—and the architect behind his walls.

Now drawing is not difficult to learn, although many think otherwise. It merely requires the attention and interest of a young person to be awakened when they will straightway begin to astonish not only their friends but themselves. Our thoughts have been directed to this subject by examining the first two books of a series of drawing cards, which are published by the

house of E. H. & T. Anthony & Co.; they are entitled Zincographite Drawing Copies and are drawings on metal by a new process invented by Frederick T. Vance, who is a landscape painter of much ability. These drawings bear a very remarkable resemblance to lead pencil, in fact it is a difficult matter to convince oneself that some of them are not actual lead pencillings. These books, Nos. one and two are Elementary and graded in an easy manner so as to lead the student readily from one branch of the subject to another and we understand that it is the intention of Mr. Vance before the completion of the series to lead the student along a delightful path until he can discard all masters but one—and that one is Nature—which in Mr. Vance's own language is "the greatest master of all."

This series of drawing copies differs from most others in that it does not commence with putting the pupil at the uninteresting work of drawing straight lines, but directly places before him an interesting little bit drawn from nature, an old rock or the stump of a tree, and so leading him on from object to object until in the later pages of the second book the pupil is already supposed to be able to handle a subject that to a tyro seems beset with difficulty. We shall look with much interest for the publication of the subsequent numbers of this drawing book, for we expect to see in some of them evidences of Mr. Vance's power in the use of black and white.

We feel very much like complimenting Messrs. Anthony & Co., on the superior manner in which they have begun this publication and their reputation is such as to lead us to believe that they will keep it up to the end.

Results of Education:

The Parliament which sat at Edinburgh passed an act for the establishment of parochial schools. What followed? An improvement such as the world had never seen took place in the moral and intellectual character of the people. Soon, in spite of the rigor of the climate, in spite of the sterility of the earth, Scotland became a country which had no reason to envy the fairest portions of the globe. Wherever the Scotchman went,—and there were few parts of the world to which he did not go,—he carried his superiority with him. If he was admitted into a public office, he worked his way up to the highest post. If he got employment in a brewery or a factory, he was soon the foreman. If he took a shop, his trade was the best in the street. If he enlisted in the army, he became a color-sergeant. If he went to a colony, he was the most thriving planter there. The Scotchman of the seventeenth century had been spoken of in London as we speak of the Esquimaux. The Scotchman of the eighteenth century was an object, not of scorn, but of envy. The cry was, that wherever he came, he got more than his share; that, mixed with English men, or mixed with Irishmen, he rose to the top as surely as oil rises to the top of water. And what had produced this great revolution? The Scotch air was still as cold, the Scotch rocks are still as bare as ever. All the natural qualities of the Scotchman were still what they had been when learned and benevolent men advised that he should be flogged, like a beast of burden, to his daily task. But the State had given him an education. That education was not, it is true, in all respects what it should have been. But such as it was, it had done more for the bleak and dreary shores of the Forth and the Clyde than the richest of soils and the most genial of climates had done for Capua and Tarentum. Is there one member of this House, however strongly he may hold the doctrine that the government ought not to interfere with the education of the people, who will stand up and say that, in his opinion, the Scotch would now have been a hap-

pier and a more enlightened people if they had been left, during the last five generations, to find instruction for themselves?

I say then, Sir, that, if the science of government be an experimental science, this question is decided. We are in a condition to perform the inductive process according to the rules laid down in the Novum Organum. We have two nations closely connected, inhabiting the same island, sprung from the same blood, speaking the same language, governed by the same Sovereign and the same Legislature, holding essentially the same religious faith, having the same allies and the same enemies. The opulent and highly civilized nation leaves the education of the people to free competition. In the poor and half barbarous nation the education of the people is undertaken by the State. The result is that the first are last, and the last first. The common people of Scotland,—it is vain to disguise the truth,—have passed the common people of England. Free competition, tried with every advantage has produced effects, of which, as the Congregational Union tells us, we ought to be ashamed, and which must lower us in the opinion of every intelligent foreigner. State education, tried under every disadvantage, has produced an improvement to which it would be difficult to find a parallel in any age or country. Such an experiment as this would be regarded as conclusive in surgery or chemistry, and ought, I think, to be regarded as equally conclusive in politics. These are the reasons which have satisfied me that it is the duty of the State to educate the people.

First among the objections, is the cost. Surely, no person who admits that it is our duty to train the minds of the rising generation can think a hundred thousand pounds too large a sum for that purpose. If we look at the matter in the lowest point of view, if we consider human beings merely as producers of wealth, the difference between an intelligent and a stupid population, estimated in pounds, shillings, and pence, exceeds a hundred fold the proposed outlay. Nor is this all. For every pound that you save in education, you will spend five in prosecutions, in prisons, in penal settlements. I cannot believe that the House, having never grudged anything that was asked for the purpose of maintaining order and protecting property by means of pain and fear, will begin to be niggardly as soon as it is proposed to effect the same objects by making the people wiser and better.—MACAULAY.

Moral education takes in criminals, and turns them out good citizens by the familiar means that commonsense recommends—by placing them in a moral atmosphere, and keeping them in it till their whole nature is changed, just as men are made criminals by placing them in a criminal atmosphere, and keeping them there till they are saturated with baseness. The same amount of moral power which can take criminal youth and elevate them to respectability, can take the youth of virtuous families and elevate them to preeminence in virtue. It is, therefore, no exaggeration to say that the schools which have reformed criminal have demonstrated an amount of power sufficient for the world's regeneration, if rightly applied.—Home and School.

Ruskin utters a great truth when he says, "that it is no man's business whether he has genius or not; work he must, whatever he is, but quietly and steadily; and the natural and unforced results of such work will be always the thing God meant him to do, and will be his best. No agonies or heart-rendings will enable him to do any better. If he is a great man they will be great things, but always, if thus peacefully done, good and right; always, if restlessly and ambitiously done, false, hollow, and displeasing."

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To Graduates of S. N. S., Albany.

By special vote of the Association the NEW YORK JOURNAL is now our official organ. It is hoped therefore that you will take an active interest in the paper. Many facts concerning the graduates of our school may be presented through its columns in such manner as to afford pleasure to hundreds of our number, and by becoming a subscriber to it every graduate may be sure of full information in regard to the meetings and the action of our Association. The editor being a graduate himself of the class of 1851, and having stood at the head of the MODEL SCHOOL for several years and a teacher of our school will take a personal interest in advancing the cause of our Association. We are fortunate in being able to choose such a paper under such direction as our means of communication.

C. J. MAJORY, Secy.

Mechanical Teachings.

The work of instruction in the United States is now committed to over 200,000 persons. How many of those are worthy to be called by the divine name of TEACHER? Probably only a small part. And it we come down to a city or town who does not know that the Superintendent or President of a School Board can count up the good teachers on his fingers. But who and what are the large number left? Plainly, they are those whose chief interest is derived

from the pay they get. And the question arises can such teach well? This work is necessarily a matter of routine, it is mechanical; it is done without love and enthusiasm. It is wanting in life and the elements that appeal to children's sympathies. Can mechanical teaching produce paying results? That is the question. There are those who believe it can. It is affirmed that any one who knows a fact can teach it, that knowledge is about all that is necessary in the teacher to enable him to develop the mind. To supply the confessed need of skill it is said "have a good Principal or Superintendent." It is certain that the results of mechanical work in the school-room begin to make their appearance. We find pupils who know facts and have yet dead minds, who feel nothing. For the mind is an organized whole, and one part cannot be built up and another left to take care of itself. Hence the mechanical teaching leaves the child unsatisfied. He moves about knowing certain facts, but having no cravings for right or beautiful things. The best faculties lie dormant. The teacher does not engage to build up the life of the young boy, she does not know how "to wake up mind." But as to Arithmetic, as to Geography, as to Spelling, she knows them like a book.

The greatest need now exists for those to be called into the work who have genuine skill in operating on young minds. In distinction with this, as the pay has increased, especially in our cities, a large number are pressing into the field who have no taste or fondness for the business whatever. They are waiting for some opening where they can get more and they will leave the school-room. These press so hard to get in that the others stay out, as a man will prefer to stand on the back platform of a car rather than tussle with the crowd waiting for a seat.

The demand for teachers is satisfied with mechanical teachers in most cases, and these abound. The old plan of selecting those who were apt to teach is now laid aside and pupils who have distinguished themselves as accurate reciters substituted. The effect of this is seen in the universal cry for "improvement" in the school. A want is felt that the parents cannot well understand, or explain. They feel that their children need something besides the drill of the school-room.

Heat and Health in School Buildings.

The best method is by heating the main stories principally with circulated air, supplied from stacks of coils located in the basement, and enclosed in brickwork, so as to form independent hot-air chambers for all the rooms and corridors, which are fed by cold air ducts from without, and transmit the heat to the rooms above by means of vertical tin-lined brick flues and wall registers. Those pupils sitting near the registers will not suffer from radiating heat, since its temperature will also be moderate, and an over-heating of the system can never take place for reasons stated above. The crowning excellence of the system is the removal of the vitiated air effected by wall registers placed near the floor and on the side opposite to that with the hot air registers. This necessitates a slow but absolute change of air in the whole room.

Here we have the whole system succinctly stated. There are no headaches from sitting near the flues and inhaling the poisoned air from the furnace nor is there danger of breathing the stale, used-up air, pregnant with the effluvia always thrown off from any congregation of persons. The air is fresh and pure from without, and has been warmed without being burnt. In a word, this method gives the two essentials to the heating of any building, public or private: an equable, agreeable temperature, and thorough ventilation. It is used in the Northern cities for public buildings, for hospitals, and for private dwellings.

Superintendence Instead of Teaching.

Another very common measure of economy, to which some of our richest towns and cities have not been ashamed to resort, is to substitute for competent and experienced teachers inexperienced ones. When this is done openly and without disguise, everybody knows just what to think of it; we need not waste time in condemning it; but unfortunately there are roundabout ways of accomplishing this result, and when a town or city sets upon one of these indirect ways, none but the initiated know whither the way leads. One of these roundabout ways is the substitution of superintendence for teaching. A school committee hires a superintendent, and then thinks it can safely employ an inferior class of teachers, just as an inferior class of laborers may safely be employed for digging or sweeping if a smart overseer is hired to watch them. There is a conspicuous illustration of this very method of substituting inexperienced for experienced teachers in the city of Boston. There used to be at the head of each of the grammar schools an accomplished and experienced teacher, whose personal force was profitably exerted in direct teaching. These gentlemen have been made district superintendents, and their places in the schools have been filled by much less competent persons, employed at comparatively low salaries. There may have been need of more superintendence, but this improvement in the amount of oversight has been gained at the expense of a heavy loss of teaching force. Now a gain in superintendence which is procured at the expense of a loss of direct teaching power is too dearly bought. The reason of this is contained in a self-evident proposition which all people admit on its bare statement, and yet too often lose sight of. A good school is not a grand building, or a set of nice furniture, or a series of textbooks, but scholars with a good teacher.

—PRES. ELIOT.

Walks and Talks of an Ex-Principal.

No. 9.

It is a matter which is commented on by outsiders very much I find, that a pupil will learn so readily and pleasantly from one teacher, and so little from another. Some seem to have wonderful powers of imparting knowledge, from others it is got as the dentist takes out teeth. Let no one foolishly imagine from this that they fail from talking too little. Talking about a subject and teaching that subject are very different things. It is then to be recognized that some have this power to teach, and some have not. But how many, having found they do not possess the power, retire from the school-room—unless they get married? not many. They hold their places, and children come and go; they try to learn and find it very hard work.

Let us then look at this matter and see why one success is so much better than another. I believe that there is lying book of all, a natural aptitude, or constitutional organization which fits one better than another. Some call it taste or liking for the business. What, ver name is given it is one and the same thing. Those who feel no natural aptitude should never undertake the management of children. Then again there are some people who have wit and talent and adaptability. They see others do it, or they find by experiment, what is efficient, what affects the child and fit means to ends. The school-room should have smart men and women in them; those who are futile in expedients, those who can try a new plan with a new study or a new class. Some are very quick to see that a certain measure fails, and again there are those who are powerless to act. Good teachers know how to bring good

order out of chaos, others try but to ignominiously fail. Then, there are those who, without quickness by sheer dependence on principles become able and successful teachers. This class comprehends the great bulk of the women. There are not so many who are apt to teach among them as among the men. They can talk more, but they cannot say so much as a man. If every teacher who fails would study upon the principles, there would not be any difficulty. There is, however, a class who are mere "hewers of wood." They never should enter the school room; they hate the lessons, the children and the occupation. They are there for the pay, they stay until they can find something else to do, and then hasten out.

Correspondence.

Ed School Journal:—A letter in a recent number of your Journal from Prof. W. F. Phelps cannot fail to mislead. Being, the speaker alluded to, as "the principal of an obscure Sectarian Academy in Wisconsin." I trust you will, as a matter of justice, allow me to state that the Academy alluded to is no more Sectarian than is the Normal school at Winona. As to the "obscurity" we cannot deny that a *tithe* of the money expended on the said Normal School, would have given the Academy a little more notoriety. The Academy has had an unbroken existence for nearly a quarter of a century; has a corporate property often valued at \$75,000. Has furnished to the state of Wisconsin and other states, from 15 to 64 teachers annually. Some of the Alumni of the Academy are among the foremost teachers in the State. In one instance at least Mr. Phelps recommended and sent to a difficult situation (at Morehead) a student of the "obscure Academy." In traveling through a portion of Mr. Phelps's own state, we found a goodly number of the Academy in question, who were highly successful in business, in law and in teaching.

Near 4000 young men and women have been liberally educated in the "obscure Academy."

The attempted slur by Prof. Phelps, on the Academy is wholly unworthy the pen of a true teacher. Prof. Phelps says "instead of discussing the country school problem, he made a better speech in denunciation of Normal Graduates, and Normal Schools. The truth is, I made no allusion whatever to Normal Graduates; and said nothing worse of Normal Schools, than to venture the opinion that they could not manufacture good teachers at wholesale.

We did claim that the work done in the Normal Schools at the West, was chiefly Academy work and was done at an enormous cost.

I do not feel at liberty in this brief letter, to give figures in detail of the relative cost of these schools, as compared with Academies.

It seemed to us that Mr. Phelps was too discouraging in his estimate of Country Schools, and was simply stated in reply, that in writing some biographies of prominent men in Wisconsin, we found seven out of ten, had been educated in country schools.

I believe Mr. Phelps was as unjust to other speakers on that occasion as to myself. The public Journals of Minneapolis and St. Paul gave candid and reports of the discussion—and the statements of N. Y. SCHOOL JOURNAL that "Prof. Phelps paper on Normal Schools, aroused a heated discussion, there appearing a large number opposed to them" is true.

A. R. CORNWALL

Prin. Albion Academy. Wis.

At the examination for State Certificates, the successful candidates were Henry Bosch, Albany, N. Y.; E. A. Corbin, Greenbush, N. Y.; S. Loughridge, Newburgh, N. Y.; Miss Mary E. Shepherd, Auburn, N. Y.

New York City.

Presidents Wood's Address.

The important measures proposed by the new President in his inaugural address, have attracted a good deal of attention. We have had before this a flourish of trumpets of an incoming officer, defects stated promises of reform, and then—matters went on as before. For several reasons we are inclined to think that their is a prospect of genuine improvement during the present administration. In the first place, Mr Wood is in earnest himself; he has not spoken as he has for effect. He has proposed what he deems necessary for the well being of the schools, and intends to attain these changes by persistent labor. In the second place, the entire Board of Education, with perhaps phereof four exceptions, are entirely in harmony with him; if not of his mind, they are willing to carry out his views and let him take both responsibility and glory.

And now what are these new measures? They concern the elevation and improvement mainly of the Primary Schools. He proposes first that the teachers in them should be paid as much as in the Grammar Schools, and to this every one will cry a hearty Amen. For certainly the work is as great, as harassing and as responsible. It is hoped, and a result that the best teachers will not be drawn off into the Grammar Schools, as they now are. And then he would reduce the number of pupils to a teacher. In some of the schools this is a complete bar to the progress of the pupils. We have seen 40, 50, and even 60 crowded on the seats of a Primary School, and the teacher laboring so hard to keep the little creatures in decent order, that teaching was impossible. In fact no one who has examined the lower primary grades, but will agree that the children enter too young, if they are to be arranged on benches and put to study; but if they could spend two years in a school-room with less study and less bodily restraint, becoming gradually accustomed to quiet, to order, and obedience to fixed rules, then four years is not too early an age.

The difficulty that will stand in the way of the improvement in the buildings hinted at, will be the greatest of all. The present style of structure, is as bad as it can be, at all events for Primary Schools. To have three large halls for assembling in fifteen minutes of the day, and then stand vacant is absurd. Ventilation of the New York Schools as now built, is impossible. As a rule the rooms have windows on one side only, and although it may seem that fresh air may come in, and foul air go out at the same time it is a fact they will not.

As to cutting down the Course of Study somewhat, that is inevitable. It has become so burdensome that the best teachers confess they are guilty of cramming—from necessity sake.

The recommendation to allow no lady to teach who had not received a diploma at the Normal College, is not a good one. If it had, no other objection, that it will sow dragons to raise a rank growth of unpopularity and prejudice against that splendid institution is plain. The Trustees are in close communication with the people, their servants in fact, and for the benefit of the people, will insist on their right to select teachers from any source without limitation.

The suggestion as to excepting the Evening High School, from the examinations of the City Superintendent will lead perhaps to an investigation into the question, whether all the schools are not examined too much. It is claimed by many of the teachers, that the several examiners do this work too faithfully; that they fear these visits lest they be marked as "indifferent" instead of "excellent," so that, if one evening school is permitted to go unexamined, there is little

doubt but what the other Evening Schools will press their claim joined by the Day Schools for an exemption, to be joined perhaps in a few months by the Day Schools.

New York Board of Education.

The Board met Feb 2, and was called to order by the President.

Present—Commissioners BAKER, BEARDSLEE, CAYLUS, DOWD, FULLER, HALSTED, KANE, KELLY, KLAMROTH, MATHEWSON, PLACE, TRAUD, WEST, WETMORE, WILKINS, and WOOD.—**Absent**—VERMILYE, HAZELTINE, SCHELL.

Mr. Klamroth rose to a question of privilege. He said the public prints, stated that another member had said that if he did not retract certain statements, he would be turned out of the Board. He heard nothing of the kind. If it had been altered it would have been the duty of the President to have maintained the dignity of the Board by calling the gentleman to order. Mr. West said he supposed he was the person referred to. What he had said was that if the gentleman did not retract in the Board, he would have to out of it. And he meant what he said.

The Clerk read the letter of the President to Comptroller Green, endorsing a copy of the resolution of the Board and asked that the funds be deposited with the Chamberlain for the use of the Board.

Also the reply of the Comptroller, thereto, which states: "That as the expenditure is over \$1½ millions annually, he should feel reluctant to assent to any change unless it was very evident that the law required it. That he would facilitate bringing it before the courts, and in order that no inconvenience should accrue, he would continue to pay salaries as heretofore, when properly certified by the Board."

Also a letter from William Herring, who has been retained as counsel for the Board, which states: "That he had called on the Comptroller and asked him if he would put \$300,000 in the hands of the City Chamberlain, subject to the drafts of the Board. Mr. Green having refused, he had procured a mandamus from Judge Barrett, commanding him so to do."

At the conclusion of the reading, Mr. Halsted moved that the report, being important, should be entered in full, on the minutes, and referred to the appropriate committees. Agreed to.

MISCELLANEOUS COMMUNICATIONS
Petitions were received from the Germania Manenichor and forty-four other Musical, & Mechanical societies, asking the Board "not to degrade the public schools by denying what the public schools of almost every great city on the European Continent grant, viz: the instruction in another besides the mother language" also not to drive thousands of children out of the public into sectarian schools", by changing the By-Laws in respect to teaching German.

From the Trustees of the 7th Ward asking for appropriation of \$147. To Finance.

From the 19th Ward asking for the removal of Miss Bryan the V. P. of P. D. of G. S. No. 53. To Teachers.

From the 17th, adverse to the discontinuance of P. S. No. 6. To Buildings.

From the 19th, asking to promote two 3d grade classes in P. D. of G. S., 37. Course of Study.

Also to erect a Grammar School on lots in E.—75th street, Buildings.

From 20th Ward nominating J. Frank Austin for teacher of music in Evening School No. 33. Evening School.

From the 4th, asking to repair piano. School Furniture.

From 17th asking for new furniture for G. S. 13. School Furniture.

REPORT OF SUPERINTENDENT OF TRUANCY.
From Jan. 19 to 31.

Cases Investigated.....	877
No. of Truants.....	316
" returned to school.....	212
Committed to Reform School.....	4

ALEX. M. STANTON.

REPORT OF INSPECTORS OF FIFTH DISTRICT.

This urges the need of better accommodation for P. D. of No. 35. All the classrooms are overcrowded. States the order and discipline of all the schools are excellent. Commends the fidelity of the principals; that their efforts have been well sustained by their teachers. Urges the removal of the stables in rear of No. 40. Call attention to the exhalation of the gas-house, foot of E. 20 street and their injury to the pupils of P. S. 28 and 29. Recommends that the noon interval be one half hour and the pupils dismissed at 3 o'clock—in the Primary Schools. Recommends teaching needle work. Also that

instead of 35 pupils in the Primary Classes and 50 in the Grammar, it should be reserved. Also to equalize the salaries of the teacher.

ALEX. MC AGNEW.
ELIJAH H. KIMBALL.
GEO. B. ABRAE.

REPORTS.

The Finance Committee sent in the following report, recommending the following appropriations for the year 1876, by the Board of Education.

For Salaries of teachers in Grammar and Primary Schools.....	\$2,265,000
" Salaries of janitors in do.....	123,000
" Salaries of professors etc. in Normal College.....	84,000
" Salaries of teachers and janitors in Evening Schools.....	110,000
" Salaries of teachers and janitors in Colored Schools.....	40,000
" Salaries of Superintendents, Clerks, etc. of Bd. of Education.....	78,000
	\$3,700,000
For Books, maps, slates stationery, etc.....	180,000
" Fuel.....	95,000
" Gas.....	18,000
" Rents of school premises.....	55,000
" Pianos, and repairs of.....	5,000
" Workshop, wages, materials.....	1,500
" Incidental expenses, repairs, furniture and heating apparatus, by the Ward Trustees.....	59,000
" Normal College supplies, etc.....	7,000
" Evening Schools, stationery printing etc.....	\$1,500
" Colored Schools for do.....	\$1,000
" Incidental expenses of the Board of Education.....	20,000
" "Compulsory Education".....	22,000
" the Nautical School.....	35,000
	\$3,200,000
" Corporate Schools, State apportionment, per acts of the Legislature.....	103,000
" sites and erecting buildings etc.....	350,000
Financial statement for the year 1875:—	
Amount for " Public Instruction " by Board of Estimate.....	\$3,583,000
" by do from fund of 1875.....	70,000
	\$3,653,000

Expenses of Compulsory Education.....	14,350, 33
Support of the Nautical School.....	23,497, 14
Salaries of teachers in Ward Schools.....	2,235,751, 46
" of janitors in Ward Schools.....	121,018, 04
" of teachers and janitors in Normal College.....	82,598, 88
" of teachers and janitors in the Evening Schools.....	89,450, 67
" of teachers and janitors in the Colored Schools.....	40,568, 64
Incidental expenses, current repair clerks to Trustees etc.....	54,516, 59
Expenses of the Board of Education, stationery.....	18,853, 15
Employees of Board of Education salaries of Supts, Clerks, etc.....	78,171, 58
Fuel.....	87,880, 28
Gas.....	14,562, 78
Workshop and materials.....	1,506, 00
Pianos.....	4,755, 00
Depository Acct, Books, Maps, Stationery and general supplies.....	162,848, 77
Rents for school premises.....	51,555, 31
Expenses Normal College.....	6,333, 35
do of Evening Schools.....	1850, 56
do " Colored Schools.....	637, 44
	\$3,084,647, 83

Site on 75th st. in 19th Ward.....	6000, 00
Erecting Buildings.....	7000, 00
Altering and repairing Buildings.....	83,845, 40
Furniture and repairing.....	29,955, 59
Heating apparatus and repairing.....	51,533, 06
	\$3,267,961, 89
Corporate Schools apportionment.....	103,000, 00
	\$3,371,004, 82

Balance with the Comptroller.....	\$381,905, 18
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The President stated that he wished to refer to certain transactions that had taken place, and he should now announce that he should hold the Commissioners to a strict adherence to parliamentary rules, and bring down to the gavel, as soon as there is any departure from them. As to the treatment the Chair should receive, from the Commissioners, as he stood defenseless he should throw himself entirely on the courtesy and kindness of the members. He was earnestly desirous to

transmit his place to his successor unsullied and marked with honor.

Mr. Fuller took the floor on the "German Question." He said that nine-tenths of the American population, were in favor of removing this language, and three fourths of the German, were of the same opinion. He was for having the English taught, and that alone.

No one shall be compelled to study them. Only one language shall be pursued at a time, and limited to the three highest grades. Those voting against this report were Messrs TRAUD, KLAMROTH, BEARDSLEE, WETMORE and MATHEWSON, and for it Messrs Baker, Caylus, Fuller, Goulding, Halsted, Kane, Kelly, Place, Walker, West, Wilkins and Wood, it consequently (receiving a two-thirds vote,) was adopted.

Mr. Mathewson said that there were 300,000 German people and one third of the pupils were of German parentage. That these people had claims on us; it costs \$40,000 to teach German as now taught; that only twenty per cent of the pupils get to the three upper classes; He would leave this with the people. They are our masters, we are their servants. We are to consult them and ascertain their wishes. The people, too, will take care of the public schools and see that they are not injured. That the progress of pupils in the school where German is taught, compares favorably with that mode where it is not.

Mr. Beardslee said it looked like a backward movement, that we take from the people the right to study either of these two noble languages.

Mr. Wilkins moved the previous questions which was carried 6 to 11.

The report of the Committee was then taken up (Teachers paid \$1.75 per hour; German and French languages to have only one hour and forty minutes. Classes to have 15 minutes.

Mr. Goulding offered a resolution to expunge "Literary Selections" from list of Text Book and prohibited from use in the schools, because it contained a passage commencing "corrupt as the church of Rome," was" on page 459.

Also that the Normal College Committee consider the propriety of organizing a Normal School, for the instruction of the male teachers. To Normal College.

The Committee on Teachers recommended the discontinuance of Vice Principal of P. D. G. S. No. 6, on account of small attendance. Adopted.

The Committee on the Normal College recommended that the city Superintendent shall grant licenses to those who receive 75 per Cent in all studies on an average, (not below that in Grammar and Arithmetic, nor below 80 per cent in Spelling,) questions to be prepared by the Faculty of the College and revised by the President, and City Superintendent, the latter to be present and participate in the oral examination. To By-Laws.

Also asking for \$300 for each of the two literary societies—Alphabeta Gamma and Philomathean. To Finance.

Also appointing John Bogart to Superintendent improvement of Grounds about the College. His expense to be \$100. Adopted.

Also accepting resignation of Miss Hattie Patterson 4th asst. teacher in Training School, and appointed Margaret Herrington. Adopted.

The Committee on Evening Schools recommended the payment of Messrs Van Kleek, Sigerson, Killeen, Shimer, Pettigrew, Randohr, Holly, O'Donnell and Palmer for ten nights service in registering pupils. Adopted.

The Committee on teachers recommended the appointment of Miss Juliet Pierson as V. P. G. S. 68 and Miss Hattie Denniston as V. P. P. S. 19. Adopted.

Same Committee recommended that Trustees of 12th Ward, be authorized to appoint a male assistant teacher in G. S. 46 and 51, at a salary of not over \$1200 to continue during 1876. Adopted.

Same Committee authorized same Trustees to transfer Miss Clark F. P. P. D. G. S. 57 to some position in G. S. 39; and Miss Brass from 39 to 57, without change of salary.

Same Committee recommended discontinuance of G. S. 6. Re-committed.

The Committee on Buildings recommends that the Trustees of 19th Ward admit no more pupils at present, and put up an iron stairway in P. S. 33.

The Committee on Colored Schools, refer the matter of application for an Evening School, be referred to Trustees on 12th Ward. Also denying the application of the Trustees, of 8th Ward to take control of Col. School No. 2. Adopted.

The Special Committee on the "Music Question" recommend to rescind the By-Laws in reference thereto, which was agreed to, so that all matters stand as before, and the present special teachers hold their places.

Adjourned.

The Little Orator.

A PARODY

You'd scarce expect a boy like me,
To get up here where all can see,
And make a speech as well as those
Who wear the largest kind of clothes.
I think it was in olden time,
That some one said in funny rhyme,
Tall aches from little toe-corns grow,
Large screams from little children flow.
And if that rhyme told the truth,
Though I am now a little youth,
Perhaps I'll make as great a noise,
As some who are much older boys.
I will not speak of Greece or Rome,
But tell you what I've learned at home;
And what was taught me when at school,
While sitting on a bench or stool.
I've learned to talk, and read, and spell,
And don't you think that's pretty well
For such a little boy as I?
But I must leave you—so good by!

Relation of Oxygen to Life.

Oxygen is the universal supporter of respiration, and hence, as this is the most important of the vital processes, it is the immediate supporter of life. From this circumstance it was first known as *vital air*. An animal confined in a given bulk of common air, having consumed its oxygen, dies. If immersed in pure oxygen, it lives much longer, but the effect is too powerful—over-action, fever, and in short time death, are the result. As the introduction of oxygen is the prime physiological necessity of animal life, the mechanism of all living beings is constructed with reference to this fact. The lungs of the higher races, the spiracula of insects, and the gills of fishes, are all adapted to the same purpose—the absorption of oxygen either from the air or water. The animal organism is chiefly composed of combustible constituents, and we introduce this wonderful element incessantly, day and night, from birth to death, that it may perform its chemical work. The animal body is an oxidizing apparatus, in which the same changes occur that take place in the flame, only in a lower degree, and a more regulated way. Every organ, muscle, nerve, and membrane, is wasted away, burnt to poisonous gases and ashes, and thrown from the system as dangerous matter. If these constant losses are not repaired by the due supply of food, emancipation, decay and finally death ensue. Starvation is thus unimpeded oxidation—slow burning to death.
From Youman's Chemistry, Published by D. Appleton & Co.

Ends of a Course of Study.

1. To train and develop the senses, so that their action shall be exact, rapid and forceful: for as they are the instruments by which all things objective act upon the mind, they must become trained experts in order to do their proper service.
2. As this training of the senses is not for their own sake alone or chiefly, but for the sake of the understanding to which they minister, the mode of training should be such as to quicken the preception; in regard to the things observed, to stimulate the imagination, to induce comparison, to enlist the memory, and awaken the understanding. It need hardly be said that the attitude of the toward the pupil should such that, with the largest helpfulness in unexplored fields, it should also inspire in him the utmost self-reliance: his knowledge should be continually tested, lest that which seemed real and permanent in knowledge may prove only transient and illusory.
3. From the very first the child should be encouraged and required, in some form, to give expression to the knowledge he has gained and to his thoughts concerning it. This may be spoken (and afterwards by written) language, by drawing from nature, and by the arts of music and elocution.
4. Every intellectual exercise, of what ever kind, should seek the utmost accuracy;

even in exercises upon the slate or paper, or the blackboard, heedless indifference or a slovenly habit will certainly become the fruitful source of a blundering and ineffective method in after life, or at least of much chagrin and unnecessary toil.

5. Besides those exercises that are in common for the entire class, every judicious teacher will study the individual characteristics of each pupil, and adapt her instruction and guidance to meet idiosyncracies, reform vicious mental habits (often the result of the surroundings of the home or the street), and provide for special cases, in which former training has been unskillful or incomplete.

6. Class exercises should be brief, and never continued when there is any evidence, on the part of any considerable number, of weariness or inattention. Of course, in this, it is not intended that in classes of some advancement, indolence should be overlooked, or restraint put upon waywardness, indifference, or perverseness. This belongs, perhaps to the matter of discipline.

7. The manner and spirit of the teacher, and even her unconscious mental habits, idioms of speech and style, will largely affect the pupil. These should be not only unexceptionable, but models of propriety and completeness.

8. It need hardly be said that earnestness is among the essentials, not only from a law that is universal, concerning effectiveness in action, but that children always enter with spirit into any thing that has interest to them, and are in manner what the teacher is. By earnestness is not meant boisterousness, but simply that habit of abstraction and concentration that "put the whole heart" into what we do.

9. We may note, in passing, a habit largely prevalent in primary schools, of concert recitation. This, when carried to any length, cannot be too strongly condemned, and when upon subjects that require judgment, or any form of reproduction, should never be used. It may assist in committing a stanza that is to be sung as a class exercise but has little value except for some such purpose. Even in committing tables, its value is questionable.

Albany Normal School.

GRADUATING EXERCISES.

The commencement exercises at the Normal school took place on the 25th inst. The first essay, by Stephen S. Day, of New York on "Moral Culture," was short and very suggestive. "We cultivate our bodies," said the young essayist, "by taking peculiar care to ascertain what will best nourish and strengthen them; we cultivate our minds by means of elaborate systems of education. No teacher is considered qualified as such without these essential requisites; but when it is required that a teacher be educated in morality, it is said that this is unnecessary, that it is the work of the parent at home to cultivate the religious feelings of his offspring. True, and the subject bears upon that oft discussed question of the Bible in the public schools—yet it is the duty of the State to provide teachers who, from neglect on the part of the parent, will cultivate, not sectarianism, but a pure and noble morality." Other essays of merit were read, among which we may notice "Individuality" by J. E. Graham, of Saratoga Co., and "Foresight" by A. E. Thompson. These gentlemen, as well as the ladies, are good readers, but we think the palm for elocution won by Miss A. E. Ludd, who read Chaucer's "Griselda the Patient's Wife," with fine effect. We agree with the old poet and the young lady that men of our days must not expect to find such forbearance in their wives and mothers, for they will be disappointed.

The music was conducted by Prof. Marsh, passed off well throughout. The Miller's song sung by six male voices, was peculiarly sweet. A brief address was delivered by the

Superintendent of Public Instruction, Hon. Neil Gilmour.

The ladies were tastefully attired, almost wholly in black silk with white tarlatan trimmings and flowers. The young men used the usual buttonhole decorations, and the costumes of both were pleasing and appropriate. Perhaps some of your readers will be curious to know what set form of expression constitutes a graduate of the State Normal school, that honorable degree for which so many young teachers, have left their homes in the far country, and have denied themselves comforts to obtain. For the benefit of all such we subjoin the following form, which is delivered by the President each term with as much regularity as the diplomas:

"By the authority of the Superintendent of Public Instruction and of the Regents of the University of the State of New York, and by virtue of the authority vested in me, I recognize you as graduates of the State Normal School, in testimony whereof I present you with this diploma."

THETA.

LITERARY EXERCISES.

Albany, Jan 22, 1876.

Mr. Editor:—The semi-annual exercises of the gentlemen's literary societies, connected with the New York State Normal School came off last evening, at Normal Hall. The character of the exercises, the marked proficiency of the students, and the general superiority of the whole affair, over the exercises of last year is manifest, and was acknowledged by all who had the pleasure of witnessing both. This speaks well, not only for Dr. Alden, President of the institution, and his able corps of professors and teachers.

The exercises were opened with an appropriate prayer by Dr. Alden, after which an address was delivered by the President, Mr. De Witt C. Dominick of Schoharie County. This received the unqualified praise of all. It was delivered in an admirable manner, and showed Mr. Dominick to be a young man of more than ordinary ability.

The essay by G. F. Green of Rensselaer County, entitled "Society" was carefully written and well delivered.

Improvements in the last Century," an oration by A. E. Thompson, of Ulster County was a fine production and evinced in the speaker a degree of talent which will enable him to become a speaker of no ordinary merit.

Two papers, one entitled, "Salmagundi," read by E. H. Schuyler of Montgomery County, and the other "The Independent," by G. M. Palmer of Schoharie were good. They contained many local hits, and received hearty applause.

The valedictory by Wm. M. Whitney of Saratoga County, was excellent. It was replete with good thoughts well expressed and was, in all respects, a very creditable production. The essay by R. S. Pratt and the oration by D. D. Warne, were straightforward and practical and worthy of the occasion.

The exercises were interspersed with music under the direction of Prof. J. B. Marsh, which added much to the interest of the occasion.

These literary exercises have become a very important feature of this time honored institution, and their happy influence is seen in the marked ability of these young men; and it is to be hoped that in the future, as in the past the societies may receive the encouragement which their importance demands, and that we may have the pleasure of witnessing many more exhibitions of the kind here recorded.

OBSERVER.

VULGAR DISPLAY.—If a man have ordinary chairs and tables, no one notices it; but if he stick vulgar gaudy pictures on his walls, which he need not have at all, every one laughs at him for his folly.

New York School Journal.

Special Announcement.

TERMS for 1875-6

The New York School Journal

offers special inducements to its subscribers for the new year. It is a paper that possesses extraordinary value to teachers and all interested in education. It will recognise the fact that this is a country where the education of its citizens has become already a business next in public importance to that of politics and strive to have it stand, not second, but first. It will lay before its readers the most valuable facts and and thoughts on education in a condensed yet fresh and effective form, so that the real progress of the country in this respect can be readily learned in its columns. It will labor in the interests of teachers; it will take notice of every moment that affects them; and will uphold the value and dignity of his office. *No teacher can afford to be without it, for it gives information not to be found in any other paper.*

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TWENTY	\$34.00

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A. M. Kellogg,
No. 17 Warren Street,
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TO OUR READERS.

All the boys should visit W. Y. Edwards, 38 Church St. and see his printing presses and type, for amateur printing. He sells very reasonably.

RUPTURE.—The Elastic Truss Company, 683 Broadway, hold Pupture in all cases, with very slight pressure, till soon permanently cured. No metal trusses are now used by well-informed persons.

The Home Insurance Company deserves the respect of its stockholders for the wonder fully efficient way it has of managing its concerns. Note the Annual Statment, and in sure your houses with the "Home!"

It is a pleasure for us to call the attention of our readers to the Annual Statement of the splendid Mutual Life Insurance Company. The progress of this company, reflects honor on the city as well as its able officers. Teachers will do well to take out their policies with the Mutual.

SILVER CAROLS, advertised in our columns is said to be the latest and best day-school singingbook, extant by those who have given it a thorough exalination. We learn that it is meeting with a large sale, and that hundreds of schools are now adopting it for use at the beginning of the new year.

We call special attention to the advertisement of Pond's Extract. As an alleviator of pain and hemorrhage, a healer of wounds, or as a subduer of any kind of inflammation, this Extract has gained a reputation and sale so extraordinary, that it warrants the assumption that it is an article of great virtue. It is endorsed by medical men, who more readily lend their praise on account of its being merely a distilled extract of the Hamamelis, or Wtch Hazel shrub, which is favorably mentioned in the medical work of all schools.

All the refuse and wasteage from city and country houses, hotels, &c., could be utilized somehow for fertilizing purposes, what a reservoir of wealth would be obtained. The problem is likely to be solved in practical way by what is called the "Dry Earth system," by which dry earth, peat, or coalashes is made to absorb and neutralize everything offensive in the excrement and refuse of the household. Valuable information about this system may be obtained from the circulars of the Wakefield Earth Closet Co., of 36 Day Street, New York.

We have received a letter from one of the auditors, who for several weeks past has attended the lectures of Mrs. Sara B. Chase M. D., on the *Responsibilities of Marriage* and kindred subjects. Of the lady in question we have heard very much that should recommend her to the people of New York, as the work which she has set herself to accomplish, is one for which she is preeminently adopted; her themes in fact being peculiarly her own, and her method of treating each subject is characterized by lucidity of reasoning, chasteness of expression and argumentative diction, this fact is borne out by her numbers of testimonials of well known persons in various parts of the United States, in which eulogiums of the highest possible character are everywhere expressed. The enthusiasm with which she was greeted, through the cities of the west being brought to our notice we feel assured that her labors in this city, will be the means of conferring real blessings on her hearers. This branch of our education having been much neglected we feel assured that with ourselves the people of New York will give her a hearty—"God speed!"

The long established and well known firm of Messrs. John E. Potter & Co., of Philadelphia, have prepared and are furnishing to Agents something never before heard of in the subscription line, viz: a prospectus showing the binding and specimen pages with illustrations of 150 distinct books, which are low priced, popular and fast-selling. We have been informed that their

agents are doing remarkably well with this grand combination. They not only offer the finest Bibles for Agents that the market affords but they also offer their matchless Bible Encyclopedia which not only is a complete Bible Dictionary but is a Treasury of Universal Religious Knowledge embellished by nearly 3,000 beautiful engravings. Full information in regard to these works are giving on application. See advertisement on page 618 of this paper.

CURIOSITIES OF THE BIBLE.—E. B. Treat New York. This book is the outgrowth of eighteen years' experience in devising methods to interest scholars of different ages in the study of the Bible. Many of the puzzles are original, others are gleaned from various sources, chiefly English. Parents will be glad to avail themselves of so ready a means of inciting their children to Bible study, and Sunday schools might find it to their advantage to follow some such plan as the author thus refers to in his preface. "It has been a part of every Sunday's programme in our school for the past eight years to propose a Bible question or exercise to be answered the following Sunday upon cards distributed by the Secretary and collected at the call of the bell, the correct and the incorrect answers being reported from the desk with appropriate comments and explanations." While harm is perhaps often done by requiring children to learn large portions of Scripture by heart ere they can have any just conception of their meaning, an exercise like this, if properly conducted, can hardly fail to awaken the intellect and rouse the attention to the wonders of Scripture history. "I can thankfully say," wrote one, no longer a child, to the author, "reading the Bible for these answers has shown me the truth in a way I never saw it before."

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Strains, Sprains, Contusions, Dislocations,
Fractures, Cuts, Lacerated or Incised Wounds,
Swellings, Burns, Scalds, Sunburns,
Bleeding Lungs or Spitting of Blood,
Nose Bleed, and Bleeding Gums or Teeth,
Vomiting of Blood and Bloody Discharges,
Piles—Bleeding Piles, Blind Piles, (Infallible),
Toothache, Earache, Neuralgia, Irritated Face,
Rheumatism, Rheumatic Swelling or Soreness,
Stiffness or Soreness, Lumbago, Lame Back,
Sore Throat or Quinsy, Inflamed Tonsils,
Diphtheria, Bronchitis, Asthma,
Sore or Inflamed Eyes or Eye-lids, Catarrhs, Leucorrhoea, Diarrhoea, Dysentery,
Sore Nipples, Inflamed Breast, Painful or too Profuse Menstruation, Milk Leg, Ovarian Disease and Tumors,
Kidney Complaint, Gravel and Strangury,
Chafings and Excoriations of Infants or Adults,
Varicose Veins, Enlarged or Inflamed Veins,
Ulcers, Old Sores, Internal Ulcerations,
Boils, Carbuncles, Tumors, Hot Swellings,
Corns and Bunions, Chafed or Sore Feet,
Chafings, Harrow or Saddle Galls, Felon or Whitlow, Frost-bitten Limbs or Parts,
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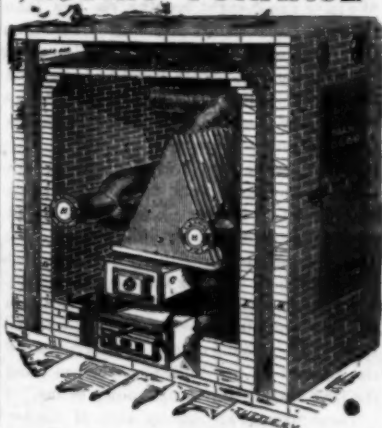
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No. 1. For Children 4 to 6 years, \$1.00. No. 2. For Children 6 to 8, \$1.10. No. 3. For Children 8 to 10, \$1.20. No. 4. For Children 10 to 14, \$1.30. No. 5. For Ladies and Children 14 years and upward, \$1.40. No. 6. For Gentlemen of moderate strength, \$1.50. No. 7, \$2.00. Complete set of seven, \$9.00. No. 7 is fitted with a screw-eye and hook to attach to the wall or floor. Two of this size properly arranged make a Complete Gymnasium. Sent post-paid upon receipt of price. Address: GOODYEAR RUBBER CURLER CO., 607 Broadway, New York.

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For warming Schools, Churches and Dwellings.—uses coal or wood. It combines many improvements in HEATING AND VENTILATING, SIMPLICITY, EASE OF MANAGEMENT, DURABILITY, POWER, FREEDOM FROM GAS. Heier to Public Schools, Astoria, L. L. Richmond Hill, L. I. St. Peters School, N. Y.—seating 600 children, using only 21 tons of coal for the winter.—St. Barnabas Hospital, Poughkeepsie, N. Y.—Christ Church, Middle Haddam, Ct. heated with 3 tons of coal for the winter, in use 14 years.—Rums G. Boardlee of the Board of Education, New York, 47 W. 55th St. and others.

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SAVE THE LADIES, CHILDREN, SICK AND INFIRM from indelicate and unnatural restraint or exposure to the ice, snow, mud, slush, storm or wind about a country privy, or to imperfect sewerage, obstructed pipes and offensive odors of the city water closet, by using the BEST and CHEAPEST

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The Earth system only, will rid us of the thousand-year-old privy abomination; but we have a great convenience, which can be used in any bed-room in city or country to good advantage, called

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What our Readers Say.

A. M. KELLOGG:—In reply to your note, I would state that I have been a constant reader of the JOURNAL for years, and hope that every teacher in the city will take, nor do I see how they can well get along without it.

Yours Truly

H. B. PERKINS.

Inspector of the 7th School District.

The JOURNAL is to my mind an excellent paper, it is a benefit to me, long though I have been in the school-room. Continue it and send in your bill.

Buffalo N. Y.

We of Grammar School No. — like it very much. There will be a full list from this quarter, and I hope all will respond as well.

Principal.

I will see that you have a good list from my floor, in fact they all will take it, I can safely say.

Principal,

G. S. No.—

I send you eleven subscribers, in addition to my own. That shows what we think of the N. Y. SCHOOL JOURNAL.

R. S.

I am pleased with the paper, as you know, I have read it ever since it was started, and am gratified that Mr. Kellogg is at its helm. With your long experience you are just the person, we should think to conduct it. May you prosper.

R. PETERSON.

The Warming of Public and Private Buildings.

If it should be asked what subject engages the most attention in our dwellings, schools, and churches, the answer would be given at once—heating. The ingenuity of man has been taxed to the utmost to arrive at the point of giving the greatest amount of heat with a given quantity of coal. From the old Dutch plan of warming by earthen stoves, such as are still in use in the north of Europe, to the later inventions of steam heating and the hot air furnace, people are still in doubt which is the best mode. One of the most complete of the many new appliances for heating is the "Gothic" furnace. It is absolutely essential in the construction of any heating apparatus, to so fasten the different parts that there can be no leakage of gas. In nearly all the present modes of construction of furnaces, the different parts of the castings are held together by means of bolts. To this there is a decided objection, as when two pieces of iron are held together by such means, it often results that one of them becomes more heated than its counterpart, thus causing an unequal expansion. The result is a fracture at the bolt, in consequence of which gas escapes into the air chamber, which is highly offensive and deleterious to health. The number of houses, schools and churches which are afflicted in this manner is to numerous to mention. From this result alone the hot air furnace has come to be dreaded, and other modes of heating have come into use at much greater expense, in the hope of getting pure air. With a properly constructed furnace this leakage of gas cannot occur. The Gothic furnace is held together without bolts, one piece of casting sets into another in sockets, which are filled with dry sand, so as to allow the castings to expand and contract equally or unequally, as the case may be, without danger of breakage. This feature alone redeems this furnace from the odium attached to hot air furnaces. Another advantage is the mode of operating the grate. Mr. Lesley has invented a new shaking and dumping grate, which is easily worked and dumped without any trouble. To have a furnace work well it is essential that it be readily cleaned. The Gothic can be cleaned in a few minutes with the scraper for that purpose, without putting out the fire. This alone is of great value, as it saves putting out the fire in extreme cold weather, and it is just this weather when

furnaces cause the most trouble, more especially from the clogging up of the flues. A large evaporator is used to moisten the air. This furnace is adapted for using anthracite and bituminous coal as well as wood. The furnace for burning wood has a four-foot fire box. The radiating surfaces, which are corrugated, are immense, hence the great economy. Six tons of coal is the average amount consumed to warm a house for the winter season.

The following letter from a well known member of the Board of Education, is to the point.

"The Gothic furnace in my house gives entire satisfaction; it is very easily managed; the shaking apparatus being especially good. It furnishes plenty of heat, and allows no gas to escape. I consider myself fortunate in having selected your furnace, after much investigation and inquiry, to replace one that has given me a great deal of trouble and annoyance, and I believe it is the best furnace in use."—RUFUS G. BEARDSLEE, 47 West Fifty-fifth Street, of the Board of Education.

J. J. Thomas, esq., editor of the Albany Cultivator, says: "We are able to report the result of seven years' trial with the Gothic furnace, and those who are about to erect heating apparatus for next winter's use will find this furnace possesses the following excellent qualities: cheapness and simplicity, durability, ease of management and efficiency. We have run it eight months on less than ten tons of coal, and the castings, after seven years' use are still good." He also says: "During the past twenty years we have tried a number of hot air furnaces of different forms, and have found none equal to Lesley's Gothic Furnace."

The Rev. Father Farrell, of St. Peter's Church, Barclay Street, says: "The large school building in New Church Street, below Cedar, is warmed with two of Lesley's Gothic furnaces, consuming only twenty-two tons of coal for both furnaces for the winter's use. The school contains eight hundred children and the building has been well warmed without any leaking of gas. I can recommend the furnace in the highest terms, as being the best heating apparatus known to me."

These furnaces are sold by Alex. M. Lesley 226 West 23d St.—estimates given for warming Schools, or other buildings.

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HOME INSURANCE COMPANY OF NEW YORK.

OFFICE, 135 BROADWAY.

Forty-fifth Semi-Annual Statement.

Showing the condition of the Company on the first day of JANUARY, 1876.

CASH CAPITAL.....	\$3,000,000 00
Reserve for Re-Insurance.....	1,899,192 32
Reserve for Unpaid Losses & Dividends.....	248,106 80
Net Surplus.....	809,722 62

TOTAL ASSETS.....\$6,047,031 74

SUMMARY OF ASSETS.

Cash in Banks.....	\$242,894 09
Bonds and Mortgages, being first lien Real Estate, (worth \$5,065,000).....	2,024,558 19
United States Stocks (market value).....	2,815,509 00
Bank Stocks.....	300,562 50
State and City Bonds.....	70,000 00
Loans on Stocks, payable on demand (market value of Securities, \$616,483.00).....	480,790 00
Interest due on 1st January, 1876.....	60,137 21
Balance in hand of Agents.....	293,182 39
Bills Receivable.....	10,896 84
Premiums due and uncollected on Policies issued at this Office.....	9,546 53

TOTAL, \$6,047,031 74

LIABILITIES.

Claims for losses outstanding on the 1st of January, 1876.....	\$245,451 80
Dividends unpaid.....	2,635 00

J. H. WASHBURN,

Secretary,

CHAS. J. MARTIN,

President

Manhattan Savings Institution,

NO. 644 BROADWAY.

FIFTIETH SEMI-ANNUAL DIVIDEND.

New York, Dec. 28, 1875.
The Trustees of this institution have declared the th semi-annual dividend on all deposits (by the entitled thereto), at the rate of six per cent. per annum on sums of \$2,000 and under, and five per cent. on sums over \$2,000, payable on and after January 17. Interest not withdrawn will remain as principal and receive interest the same as a deposit of Jan. 1, and will be entered on the pass-books whenever presented.
E. J. BROWN, President,
C. F. ALVORD, Secy. EDWARD SCHELL, Treas.

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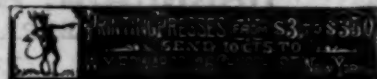
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